

JAN 23 1942

# the American Teacher



January, 1942

Official Publication of the American Federation of Teachers

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**Rockford Ends Its Blackout**

**Students War Against Waste**

**Three New Documentary Films**

**Detroit Wins \$2,000,000 Increase**

**LaCrosse AFT Wins Salary Schedule**

**Ethics for Union Teachers—Kuenzli**

**The War and Education  
—A Statement by the  
AFT Executive Council**

**AFL's Program for the War—Counts**

***Education for Democracy — Democracy in Education***

## Did You Know That ?

**RAY SHERMAN**, who teaches at Anderson, Indiana, and is president of Local 519, lives in the adjacent city of Middletown, Indiana, where he is a member of the local school board.

**BETTY HAWLEY DONNELLY** of Local 24 has been for thirteen years executive secretary of the Advisory Board on Vocational Education of New York City, under which are thirty-five different committees engaged in building up a vocational education program and in training skilled workers for the present defense emergency. She is also a vice-president of the New York State Federation of Labor and secretary of its committee on education as well as being a member of the standing national trade and industrial education advisory committee of the U. S. Department of Education, which at the present time is guiding the defense training program.

**JOHN DeBOER**, of Local 1, was elected president of the National Council of Teachers of English at that organization's convention in Atlanta, Georgia, November 20-22. He has recently published a new book entitled "The Subject Fields in General Education."

**ANN GOLUBIN**, a member of Local 332, has been appointed to the Montana Teachers Retirement Board. She was first recommended for this position by her own Butte Teachers Union and later had the support of nearly all the unions in her state.

**FLORENCE THORNE**, labor research dean of the AFL in Washington and consultant in educational and legislative matters, holds her union membership in the AFT.

(Wouldn't you like your local mentioned in this column? Send notices of the achievements and activities of your members to George T. Guernsey, "American Teacher," 506 S. Wabash Ave., Chicago, Illinois).

## Teachers Union in Action

### 231 HAMTRAMCK, MICH.—

Following the \$200 a year raise in minimum pay won by Local 231 of Detroit, suburban Hamtramck teachers won raises ranging from \$7 a year to \$200, effective for 180 persons on December 16. The raises total \$17,000 a year. Married women teachers, who defeated an earlier move to fire them, got raises up to \$100 a year, with a maximum salary level of \$2500. Raises for Hamtramck school clerks total \$3000 for forty employees.

★ ★ ★

### 111 PORTLAND, ORE.—Lila

Hunter, AFT vice-president, recently was guest of honor at a luncheon given by the Portland Teachers Union. She spoke on the benefits to be derived by teachers from membership in the AFT. May Darling of Local 111 told of the growth of the Union during the past year and the increasing interest which is being shown by Portland teachers in its activities.

In line with its policy of co-operating with other labor groups the Portland Union has given subscriptions to the *Oregon Labor Press* to all its members.

★ ★ ★

### 428 CHATTANOOGA, TENN.—

The Mountain City Teachers Association was host to Layle Lane, AFT vice-president, recently. In addition to counseling and addressing members of the local, Miss Lane made several public speeches: to the student body of Howard High School; to the Sunday School of the First Baptist Church; and to a general meeting of Union teachers at the Labor Temple, when she showed how the AFT could help the Mountain City Association in its struggle for equal educational opportunities for all.

★ ★ ★

### 334 ELYRIA, OHIO.—

The Ohio Federation of Teachers has undertaken to sponsor through the Ohio Supreme Court the case of Luella Eisenmann Brown, a married teacher of Elyria. She was married in August, 1940, and taught during the 1940-41 term

under a contract granted previous to her marriage. When the Elyria School Board failed to offer her a contract this year she made a demand in writing on November 3. The board took no action, and on her petition the Ohio Supreme Court issued a writ of mandamus ordering the board either to issue a contract immediately or to show cause by December 20 for not issuing it. The board decided to take the latter course, and the hearing has been set for the middle of January.

★ ★ ★

**2 NEW YORK, N. Y.—**The December issue of the *Guild Teacher*, official publication of the New York Teachers Guild, contains a summary of the Guild's thirteen point program on excess teachers:

1. Extend existing eligible lists.
2. Reduce size of classes.
3. Issue auxiliary licenses to qualify excess teachers.
4. Amend Feld Holley Law to permit assignment of regular teachers certified as qualified to fill vacancies.
5. Broaden scope of licenses.
6. Reduce vocational high school teaching hours.
7. Credit substitute service up to two years toward the sabbatical leave.
8. Permit maternity leaves of from one year to five.
9. Permit leaves without pay to five years.
10. Provide "quota" teachers, especially in underprivileged schools.
11. Voluntary retirement after thirty years of service. Compulsory retirement after age sixty-five.
12. Assign excess teachers to vacancies created by leaves.
13. Restore old excess regulations exceeding youngest teacher in service. No person to be excessed more than once in five years.

Local 2 sponsored a conference on the theme "The Teacher as a Force in the Present Crisis," this  
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Editorial Board: George E. Axtelle, Chairman; Arthur Elder; John Fewkes; Irvin R. Kuenzli; Kermit Eby, Consulting Editor.

GEORGE T. GUERNSEY, *Editor*

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## The War and Education

### *A Statement by the AFT Executive Council*

The American Federation of Teachers believes that in a period of war crisis the primary obligation of the schools continues to be that of guarding the lives of children. This obligation, although basic at all times, may, during a war, involve the necessity for certain adjustments and changes of emphasis. Responsibilities to children normally assumed by the home or family may be neglected in a time of stress. Teachers then, in addition to their primary duty of preserving and extending our democratic culture through instruction and the sharing of experience,

more than ever before have the added obligation of preserving the rights of American children to proper food, housing, and recreational and vocational opportunities.

Teachers, too, have definite responsibilities for the building of the basic morale on the home front which is just as essential as the morale of the armed forces in carrying the struggle through to a successful conclusion. That conclusion, moreover, will be successful only to the degree that it conditions the kind of peace that is created after the Axis

powers are defeated. As teachers, and as citizens, we recognize that the cause of democracy cannot prosper either now or hereafter if we suspend its cultural, educational, and political processes. Hence, it is imperative that we see that all policy-making bodies—local, state, and national—are manned by leaders who will be alert to test every aspect of our domestic and foreign program by the democratic criterion, and, further, that in the setting up of these bodies, all groups of our citizenry—government, labor management, and racial minorities—be properly represented.

Certain "patriotic" associations underwritten by business groups, the Citizens Emergency Committee on Non-Defense Expenditures, and taxpayers associations are currently advocating curtailment of what they refer to as non-defense spending. They refer to schools, parks, playgrounds, child welfare agencies, libraries, and health protection as services which may be increasingly difficult to support. They characterize them as luxuries which we can no longer afford. The American Federation of Teachers believes on the contrary that it is the patriotic duty of teachers and all others concerned to preserve and extend these services to fullest extent possible.

### **Present Crisis Demands Wider Educational Services**

Our people must not lose sight of the fundamental purposes for which schools were established: the preservation and development of our culture, and the training for complete living in a democratic society. While it is true that our education must and will change to meet the demands of a new democratic society in the post-war world, the basic services of education should be expanded rather

than contracted during the emergency and the period beyond.

Education for healthful living, implemented by immediate health services, nutrition programs, and expansion of recreational facilities should be an integral part of our total defense effort.

In the urgency for vocational training in defense industry, we must not neglect the vocational training essential for future peace-time living. Adult education programs are essential to the maintenance of citizen morale and should be extended. Rehabilitation courses will become increasingly important as men are displaced through the increased rationalization of processes in agriculture and industry.

### **Preservation of Democracy Our Fundamental Aim**

It is essential that the ideals of freedom of inquiry and teaching be particularly stressed at this time. Critical thinking and initiative should be cultivated in the young people who are essential not only to the successful prosecution of the war, but who must also provide the democratic leadership necessary for the realization of our aims in the period of future peace.

The present World War has been definitely characterized as a war of philosophies. It is a struggle between the democratic and the totalitarian theories of living. The basic reason for American involvement in the struggle is the impossibility of reconciling the democratic way of life with a totalitarian controlled world. The fundamental purpose of this war is the preservation of our democracy.

No military victory, essential as it is, will achieve this objective. The whole pattern of military regimentation and discipline is the antithesis of the demo-

cratic pattern. Yet for purposes of military success, we must accept whatever restrictions and sacrifices are necessary. They must, however, be necessary.

### **Hysteria and Intolerance Endanger National Defense**

Herein lies the danger of the whole situation. Under the guise of necessary war measures, prejudice and partisanship, greed and ambition may masquerade as patriotism to secure power as autocratic as any against which we now are at war. It is essential that all who cherish democracy recognize the dangers that threaten from within and be ready to combat them. Any curtailment of the public educational processes constitutes a threat to our democracy at this time.

One such danger is the exploitation or the oppression of minority groups. Among these are the Negroes. The abilities and the energy of this part of our population should be recognized and given opportunity for training and for functioning to fullest capacity not only in our defense program, but also in our regular civilian life. Other minority groups are those related by ties of blood or of culture to the nations with which we are at war, such as the German, Italian, or Japanese Americans. The basic democratic rights of all such people must not be jeopardized by the fear or the intolerance of war hysteria.

### **Education Must Plan for Present and Future**

The disruption of the ordinary peacetime activities of our people suggests the need for concentrating on an over-all program of education involving children, youth, and adults both in civilian life and in the armed services. This educational program should be concerned not

only in terms of meeting the present needs, but should place particular emphasis on practical planning for the post-war society.

Educators bear a particular responsibility in the facing of the vital post-war problem. Primary among these perhaps is that of production and full employment. If this is possible in time of war, the question occurring almost inevitably is whether social or economic controls or devices cannot be devised that will ensure similar full-time output and employment in the production of peace-time needs that will ensure a higher living standard for our people.

### **Aware of Responsibility for Human Welfare**

It would seem that the only logical approach to this problem must be predicated on the assumption that the imperatives of peace should be as commanding as the imperatives of war. We believe that the war will have been fought to no purpose unless the efficiency and enormous productive capacity now directed to destruction can be channelled into constructive purposes after the war to benefit not only our American people, but all people of the earth. The American Federation of Teachers recognizes a direct responsibility for working toward this practically realizable goal and will co-operate with all other groups and agencies working toward the maximum employment of our material and human resources and skills.

The American Federation of Teachers recognizes that this program involves the practical consideration of ways and means of its attainment. A properly functioning educational program demands a teaching personnel that is mentally alert, free from personal and political pressures,

and in a position to give the students the individual attention and understanding that means so much in terms of their achieving fullest self-realization. It requires the freeing of all teachers from legislation such as the Hatch Act which restricts their rights as citizens.

Finally, if our public schools are to give the services which we rightfully expect of them, we must support them ade-

quately by planning for their long-term needs in the light of local and regional resources. Federal aid to schools because of the emergency is important. The long-term planning for providing equal educational opportunity for the children in the poorer sections of our nation is equally important, however, and deserves the continued support and attention of our American citizens.

## Don't Cut Social Services — LaFollette

### CONGRESSIONAL "LET 'EM EAT CAKE"

advocates bowed in again on the heels of a ten billion dollar military appropriation with a proposal for cutting governmental social services to the bone.

The advocates, formed into a joint congressional committee on non-defense expenditures, proposed cutting of the Farm Security Administration, the WPA, the CCC, and NYA, and slashing of the Surplus Marketing Administration (food stamp plan) in order to save an estimated \$1,131,075,000.

Senator Robert M. LaFollette (Prog., Wis.) was the only member of the committee to dissent. He filed his vigorous minority report after the majority issued its declaration without giving him advance knowledge.

The committee proposed abolition of the Farm Security Administration, cancellation of the FSA's loan authorization, abolition of the farm tenant program, and cancellation of the tenant program's loan authorization. The total cut amounted to \$247,622,000.

### LaFOLLETTE, IN HIS DISSENT, SAID THAT

"no other agency in our government has a more impressive record of helpful service to the people of this nation than the FSA." He declared that as a result of the FSA's rehabilitation loans to more than 900,000 low income farm families, these families were able to increase their annual net income by 35 per cent over the preceding year. In addition, he said, they have increased the total of their belongings 21 per cent.

Noting that the FSA has the "remarkable record" of repayments of 96.5 per cent of principal and interest due on June 30, 1941, LaFollette said that proposed elimination of the activities of the organization "stands in direct contradiction to the consistent and steadfast policy of the senate and the congress in extending aid to low income farmers."

The proposed \$500,000,000 cut in the appro-

priations of the WPA and the Surplus Marketing Administration, LaFollette said, would take away from the growing number of people deprived of jobs by priorities their only means of support.

Unemployment in October, he pointed out, amounted to about 4,000,000 and only one out of every four persons unemployed was on the WPA payroll while at least twice as many were eligible for WPA work.

Still another factor, he said, is the increased cost of living which, for WPA workers, means impairment of health and general well-being. More than one-third of those on WPA rolls, LaFollette asserted, are at work on defense projects.

### UNDER THE SMA PROGRAM, HE NOTED,

approximately 4,500,000 school lunches are now being served daily. More than 9,000,000 of the estimated 27,000,000 school children in the country, the senator said, have unmet nutritional needs.

The need for the food stamp plan, he went on, becomes increased as lease-lend buying of food has the effect of increasing prices beyond the range of the low income groups.

The NYA and the CCC, LaFollette declared, are furnishing education and valuable defense training to thousands of young men a month.

"To me," he said, "the conclusion is inescapable that almost the full impact of the recommendations of the majority (of the joint congressional committee) would, if enacted, fall almost entirely on the very lowest income groups."

"All the social legislation of the past decades, all the trends toward greater public assistance for the underprivileged have had the wholesome effect of tending to make democracy a reality in America. To cripple or destroy the efforts which have thus far been made in this direction will have an adverse effect upon morale at the very time when we should be redoubling our efforts to build it up," LaFollette concluded.

**George T. Guernsey**

Rockford, American Guide Series,  
Illinois WPA Writers' Project

But the school shutdown galvanized the Rockford population into action. Continuing the tra-

**437 Register On Election Day  
For Vote On School Tax**

# Only Failure To Vote Perils "Yes" Verdict

# BLACKOUT!

**No More Money,  
No More School---**

**Taxpayers' \$7,000,000 investment in these 23 Rockford public school buildings will stand idle during two months economy vacation starting Friday**

## Close Doors on Pupils Friday

**Pupils Finance Committee in Session Late Today to Weigh Ballot Proposal**

**Drive to Win  
Higher School  
Tax Under Way**

**Voters to Be Asked to Approve 50 Cent Boost In Educational Rate at Referendum Dec. 16**

Preparations for telling the story of Rockford's educational financing troubles to the public were thrown into

**SCHOOL FACTS  
TO BE RELATED  
TO 500 GROUPS**

**Speakers' Section To  
Launch Intensive  
Campaign**

URGE TAX BOOS  
Neighborhood Hou  
Parties Will Be  
Arranged

Directions for telling the story  
the Rockford public schools  
their financial plight

**School Taxes Are High Enough**  
**VOTE AGAINST**  
**ON DEC. 16**

**Present Assessed Value Is \$55,471.00**

If you vote for increase in tax rate, Education Fund will be:

(\$55,291.194 divided by 100) x \$2.60 per hundred	\$1,105,823.58
If you vote against tax raise it will be:	
(\$55,291.194 divided by 100) x \$1.50 per hundred	\$829,567.91

**Permanent yearly increase \$ 276,455.67**

Assessed value increase yearly on both real and personal property can be eliminated.

**\$276,455.67**

And then they boosted teachers' salaries 13% for 1988 and had a surplus of \$33,000 which was given as a bonus to teachers. Since then, teachers have been feverishly planning to come from this continual planning to intimidate the parents and then run the children to intimidate the parents. We recent for...

## Rockford Shuts Schools In Midst of Defense Boom

**BOY BUSLEY.**  
Dispatch from a Staff Correspondent.  
Rockford, Ill., Nov. 6.—Twelve  
thousand Rockford school children  
will pack up their books tomorrow  
and go home for an enforced two-  
months vacation. The Rockford  
school term is broken by the  
probable will be voted on 33 days  
after the meeting of the mayor with  
his committee. Under the law at  
least 20 days must elapse from time  
of notice of the referendum until  
the vote is cast. The campaign, in  
the opinion of school leaders, is

**Central Body  
Asks Support  
In School Vot**

lected in See v  
Speakers' Bureau for T  
On School Conditions.

Rockford Central Labor unit  
unanimous vote endorsed the  
petition to be held  
raising the school tax rate to  
the \$100 valuation.

The present citizens' con  
vention is pulling some of

Proposal Carries By  
Count Of 8,824  
To 3,989

50 CENT BOOST  
Measure Disapproved  
In Only 6 Of 99  
Precincts

Determined.

**PARENTS BACKING  
BOOST IN TAXES  
TO OPEN SCHOOLS**

3 Weeks' Vacation Proves  
Too Much for Them.

1710 is the first of two articles  
on the causes and effects of  
the public schools in a 5-

High Enough  
AINST

**TAX INCREASE  
WON'T PROVIDE  
SCHOOL FRUITS**

Some Adjustment In  
Teachers' Pay Is  
Anticipated

...children children will get a full  
...school but no...  
...as the result of the tax law  
...was approved yesterday  
...ford voters.  
...the rate of one per \$100  
...valuation for education  
...an increase of 50 cents,  
...to bring in additional revenue  
...approximately \$270,000 per  
...of \$100,000 was a  
...for the

dition started by trade unionists, whose militant campaigns a century ago brought about the establishment of public school education in America, Rockford labor unions in mass protests condemned the closing of the schools. In numerous meetings of the unions, in sessions of the central labor body, and in the *Rockford Labor News*, official Rockford AFL publication, union members demanded action. Helping labor in this fight were members of the Rockford Federation of Teachers, affiliate of the central trades council.

**AS A RESULT OF THIS PROTEST FROM** organized labor, the city council recommended to Mayor C. Henry Bloom that he name a special citizen's committee to investigate the school crisis. On October 21, 1941, the forty-four member committee submitted a twelve page report, recommending that a special referendum election be held to increase the tax rate of \$1.50 per \$100 assessed valuation to \$2.

In its summary the committee stated: "Our unanimous conclusion is that the responsibility to support adequately the financial requirements of public education in our community can no longer be evaded. The schools of Rockford are entitled to this support. We are justified in asking our citizens to help." On the basis of the committee's recommendation, the election was ordered for December 16.

In three previous attempts to boost the tax rate, the referendum had been turned down. The first time, in 1935, the proposal was rejected at the polls by a two to one vote; two years later, in 1937, it was snowed under by a four to one majority; and at the general election in 1940 the referendum lost by a narrow four to three majority.

On December 16, Rockford voters went to the polls and by an easy two to one majority passed the referendum increasing the tax rate. The official count was 8,824 for and 3,989 against the tax increase. The proposal carried in every one of the city's ten wards; in only six of the city's ninety-nine precincts had the measure been voted down. However, out of the city's 45,000 registered voters, only 12,932 cast their ballots in the school election.

Behind the story of the election there is another story that should be told and retold in every country town, city, and metropolis where public school education is threatened by curtailment of funds. For it is the story of democ-

racy translated into action. It is the story of American citizens who when armed with the facts know what to do with them.

Certainly the success of the tax increase proposal was brought about by a united citizenry of Rockford. Hardly had the date for the special election been set when Rockford citizens went to work to mobilize sentiment for passage of the tax levy. Mayor Bloom's citizens' school committee, headed by O. M. Spaid, called for volunteers and organized numerous committees including a speakers bureau, publicity and promotional committees, and a booking office and clearing house.

"In past referendum campaigns the burden was carried by only a few citizens and they talked over the people's heads," said Spaid. "Now there's a crusade."

A special fifteen minute slide, sound film, "You Have The Key," produced in a week's time, was prepared in five sets and as many as fifteen showings a night were made by volunteers, members of the Junior Association of Commerce. Both dramatic and factual, the film told the plight of the local schools. Other volunteer speakers armed with "question and answer" leaflets and numerous charts blanketed the city to tell the story of Rockford's closed schools. Meetings were held in homes in virtually every block of the city. At the close of the intensive campaign Spaid reported that the committee had carried the school message to some 500 organizations, reaching personally 15,000 Rockford citizens. Now virtually every principal organization endorsed the increased tax levy; even the Rockford Real Estate Board, reversed its previous position, and supported the referendum. Poor schools decrease property values.

**THE BACKGROUND OF ROCKFORD'S** school crisis is a picture of declining taxes and reduced operating funds dating back to 1932. The report of the citizen's school committee tells the story in simple language. According to the report in 1929 the city property value was \$85,000,000 on which a \$2 school tax levy was made. In a revaluation in 1933 the property valuation was dropped to \$53,000,000 and it never regained its former valuation.

At the time of the revaluation the schools were hit hard, particularly when much property became delinquent. But, the crisis was averted in 1932 by issuance of \$455,000 in bonds.

Then, in 1933 and 1934, a diversion of the gas tax to school treasuries kept the schools open.

After that, collection of back taxes assisted the schools. However, virtually all these collections have been made, only \$148,000 in school taxes being outstanding.

As a crisis approached in 1939 deficit bonds to the tune of \$159,000 kept the schools open and in 1940, when there was a threat of closing the doors, a self-appointed citizen's committee made an investigation. At that time the school board had threatened drastic economies which would bring the school budget within the system's receipts.

The schools were kept open through this investigation by issuance of more deficit bonds. The committee recommended increased taxes, but the proposition was voted down.

**NO STORY OF THE ROCKFORD SCHOOL** crisis would be complete without telling about the teachers, without whose help and self-sacrifice the schools would have closed long before 1941. Salary cuts and, for a time, work without pay made the Rockford teachers among the lowest paid in the country. Perhaps this was why Chicago's most exclusive department store thought Rockford teachers would be interested in its offer of the Christmas rush work at \$18 a week for men and \$15 for women.

The effect of such low salaries in Rockford upon wage standards of teachers in other communities is seen in the comment of a Chicago newspaper which, in reporting Rockford's school crisis and its consequent low pay of teachers, said: "Chicago teachers complain that they still endure a 7½ per cent pay cut, but Rockford teachers are getting salaries 21 per cent lower than in 1929. And this does not take the present payless vacation into account."

In its report, the citizen's "fact finding" committee found that Rockford school teachers were paid from 13 to 22 per cent less than teachers in cities of comparable size. During the school year of 1940-1, according to the committees' study, the median salary compared to other cities of similar size was as follows:

#### TEACHERS' SALARIES

	Average in U.S.	Rockford	Rockford below by
Elementary Teachers	\$1,850	\$1,613	13%
Junior High School	2,217	1,833	17%
Senior High School	2,621	2,028	22%

Commenting on these figures, the citizens' school committee in its report stated that "considering the fact that in the senior high schools, over half the teachers have master's degrees for advanced training, it would be reasonable to expect the salary scale for Rockford teachers to be above the average instead of 22 per cent below. Furthermore, these salaries for Rockford teachers are for a nine and one half months teaching year. The limited term of school year created by closing the schools reduces the salaries of Rockford teachers another 16 per cent."

On the salaries of maintenance and clerical employees, the report found that such "salaries compare with normal standards in business."

Until there is an equitable adjustment of teachers' salaries in tune with sharp rise in the cost of living, Rockford's school problem will not be solved, according to the committee.

"The rising cost of living," declared the citizens' committee, "makes it imperative that the salary scale be substantially increased. During the depression period, when taxpayers simply were unable to pay, it was the teachers and other employees who made it possible to keep the schools open. There are many teachers today whose salaries are considerably less than the minimum wage in business concerns. Allowance in future budgets should be made for an increase in total salaries of at least \$100,000 as a minimum. Even this represents an expenditure only slightly more than 10 per cent above present salary payments.

**BESIDES WORKING FOR SUBSTANDARD** wages so that the schools might stay open, Rockford teachers through the Rockford Federation of Teachers sought to find a solution to the financial muddle. For one thing, Rockford teachers are convinced that the crisis might never have developed had Rockford citizens accepted the full responsibility of their schools. According to President John Ekeberg of the Rockford Federation of Teachers, the teachers local made independent efforts or collaborated with the AFL central body to boost school income by more reputable assessment of property.

"A move to examine photostatic copies of income tax returns was quietly but firmly blocked by the 'invisible' government of the city," Mr. Ekeberg stated. This plan, it must also be admitted, failed to attract any popular support."

Finally, in the summer of 1941, when the

board of education offered the teachers contracts which included a proposal to close the schools during November and December, the teachers accepted.

"Fully conscious of the drastic undertones of this harsh arrangement, representatives of the teachers and janitors agreed," Mr. Ekeberg explained. "We recognized that the indifference of the public would have to be stimulated if the public school system of the city were not forever to remain an irritating step-child of the community. We opposed further wasteful bonding as shortsighted. We regretted being parties to the blighting of the lives of fifteen thousand school children, but we also took account of the fact that an indecisive action would be detrimental to untold thousands in the future. We took upon ourselves the responsibility for correcting a situation not of our making."

**THE ROCKFORD BLACKOUT IS OVER** and a partial solution has been found. True, while the schools were closed, the local business college organized special classes for those children whose parents could afford the tuition, while those students whose parents couldn't afford it stayed home. It's hard to believe that in 1941 with democracy facing a struggle for its

very life that public education should in any way be weakened. Obviously it must be strengthened. Every day it must grow stronger that it may continue to make its great contribution to American life—the contribution which Joseph C. Harsch, veteran correspondent for the *Christian Science Monitor*, saw at work as he watched the bombs fall on Pearl Harbor on December 7, 1941:

"The city of Honolulu took it like a veteran. There was no hysteria.

"The civilian defense organization went into action quickly and smoothly.

"I can testify today that Americans can take it. Here is an American city with more potential dissension in it than any on the mainland. This is an extremely mixed population of divergent antecedents. One thing all have in common is American public school training.

"I am beginning to think that the American public school is a far more powerful political force than the Hitler Youth organization. For this city, which might have been rent into angry factions, took it better than Berlin.

"Chinese, Filipinos, Japanese, Portuguese, and the older American stocks proved that they are real Americans."

## Local 428 Gains Salary Victory

*Clarence B. Robinson*

THE VARIATION, throughout the country, in teachers salaries, per capita school costs, and school facilities between rural and urban districts—between Negro and white educational systems is indicative of the lack of equality in education.

At a time when every effort is being made to protect democracy, it is essential to know its weak spots at home in order that these may be abolished. The equalization of teachers salaries is only the first step in overcoming one of these weak links.

Only organization, however, can effect a change. In the summer of 1935 a small but hopeful group of Negro teachers, at the James A. Henry Branch YMCA, Chattanooga, Tennessee, organized the Mountain City Teachers Association, with G. A. Key as president. They

were helped by members of the Chattanooga-Hamilton County Teachers Union, Local 246, whose president, Stanton E. Smith, was largely responsible for the beginning of the new AFT group, Local 428.

In the fall of that year these two locals worked harmoniously in the fight for a single salary schedule, initiated earlier by Local 246, but despite their efforts the single salary schedule passed by the state legislature for Chattanooga was never put into operation, finally being ruled out by a court order. However, the agitation resulted in many teachers joining the AFT.

A group of non-union, white principals and teachers, then drew up a double salary schedule and presented it to the board of commissioners for adoption. This schedule was passed on final reading, June 6, 1938. W. N. Jackson, president

of Local 428, called a special meeting of all Negro teachers in Chattanooga, acquainted them with the situation, and called their attention to the unfairness of a double salary standard when the same qualifications and duties were required of Negro and white teachers. The Negro teachers petitioned the board of commissioners for initial and subsequent salaries equal to those paid to white teachers, but received no reply.

Soon afterwards Mr. Jackson left the city and the presidency of Local 428 fell to B. T. Scruggs. He advocated going to court, but the teachers, doubtful of success in long court litigation, first tried other methods. A committee (which included in its personnel the state secretary of the AFL) called on the city officials, and the two AFT locals united in support of a referendum, lost by only a narrow margin. In 1939 a compromise schedule agreeable to both locals was offered to the mayor for his approval, which was given only to be withdrawn a few days before his re-election.

Meanwhile, unexpected support came when on June 18, 1940, Judge John T. Parker, of the United States Circuit Court of Appeals, reversed the decision of a lower court in the case of *Alston vs. School Board of the City of Norfolk, Virginia*, ruling that unequal pay for public services of the same kind to Negroes and whites was unconstitutional because contradictory to the Fourteenth Amendment. The United States Supreme Court refused to review this decision.

This legal victory, largely due to the continued efforts of the Virginia Teachers Association and the National Association for the Advancement of Colored People, greatly heartened the members of Local 428, who decided that inasmuch as the courts had upheld their right to equal salaries, the Negro teachers of Chattanooga should unite to secure it. All except one of them signed a request to the board of education asking for salary equalization. They also began to raise a thousand dollars for litigation, should such action be necessary. After waiting three months for an answer to their petition, Clarence B. Robinson, then president of Local 428, on June 10, 1941, filed suit in the district federal court in behalf of himself and the Negro teachers of Chattanooga. Through the co-operation of the local NAACP the legal staff of that organization, headed by Thurgood Marshall, was called in to assist the

attorney, W. Henry Elmore, with the case.

The effect of this suit was evident during the consideration of salary schedules by the board of education, especially when the board refused to adopt the dual salary schedule drawn up by the non-union principals and teachers and submitted by the superintendent, who according to the press, had expressed himself as doubtful of the legality of a double schedule.

After twice being postponed, the preliminary hearing occurred on September 20, 1941. Inasmuch as a single salary schedule had been adopted in principle and the city, through its attorney, agreed to make the promise a reality, the suit was placed on the retired docket. Equalization by the school year of 1943-4 is being asked by the plaintiff and the teachers.

**CHATTANOOGA'S SITUATION, INTERESTING**, in itself, is significant since it demonstrates that educational inequalities can be lessened through the use of certain methods. These methods include the support of all groups of teachers concerned and the support of civic and labor groups—which can best be gained by affiliating with them. In Chattanooga, white and Negro teachers worked together. By affiliating with the local central labor body they gained the support of Custodians Local 272 and other labor groups in the community. The first step in this victory program was achieved when the extra appropriation was distributed to all teachers on the basis of the single salary schedule.

Opposition to a single salary schedule on the part of some teachers often springs from their fears that it can only be accomplished by reducing their own salaries. This of course raises the whole question of the ability of various communities to support the kind of education demanded by a democratic society. Obviously, a state aid and federal aid to education program will have to be adopted before many communities with meager financial resources can hope to give to their children the kind of education to which they are entitled. It is especially important in these times that agitation for the passage of the Federal Aid to Education Bill be continued until it is enacted. Without its passage there can be no satisfactory solution to the pressing problem of securing an adequate education for all our children.

## *La Crosse AFT Wins Salary Schedule*

ALTHOUGH the need for a salary schedule had long been recognized by the teachers of La Crosse, Wisconsin, no organized action occurred until the La Crosse Federation of Teachers, Local 652, took the initiative in developing a schedule which it felt would be fair to all persons concerned.

A salary schedule committee made a thorough study of salary schedules and of La Crosse's ability to pay for education. After several months of study, a salary schedule was prepared and presented to the members of Local 652.

In seeking support for its schedule, Local 652 appealed to the American Federation of Labor. George W. Hall, organizer for the La Crosse Trades and Labor Council, called a meeting of the executive committee of the council and the salary schedule was presented to them for study. This group reacted favorably to the schedule and immediately communicated with the mayor, the common council, and the board of education, suggesting its adoption.

At this time, however, the other teachers' organizations (one of men, one women) presented schedules to the board of education which suggested that the three groups present one schedule. The La Crosse Federation invited members of the other teachers' organizations to meet with them and discuss salary schedules. These meetings resulted in a joint salary schedule committee which had as its general chairman a member of the teachers' local. This committee co-operatively studied the schedule of each group and after several weeks one schedule, which was approved by all, was presented to the board of education.

Again the teachers' local called on the trades and labor council to contact the mayor, the budget committee of the common council, and the board of education. At a joint meeting, it was suggested that

the best time to obtain funds to put the schedule into operation would be at the regular budget meetings of the common council the following November. This allowed for more time for contact with individual members of the common council.

On June 3, 1941, the La Crosse Board of Education officially adopted the proposed salary schedule. In a primary hearing of the school budget in October, 1941, members of the teachers' local and organized labor were on hand to support the school budget which included enough money to put the schedule in operation. At the final public hearing of the budget, the gallery was filled with members of local unions and friends of public education supporting the school budget. At this hearing the local AFL organizer and officers of several locals spoke to the council in support of the teachers' salary schedule and a \$26,000 increase in the instructional fund.

Finally the common council approved the school budget which provided sufficient funds to put the salary schedule in operation, starting January 1, 1942.

Several of the most important provisions in the salary schedule are:

(1) The schedule provides for a committee of seven, composed of three classroom teachers, elected by the teachers; three school board members; and the superintendent of schools. The purpose of this committee is continually to study the salary schedule and to recommend changes.

(2) It provides a single salary schedule for all teachers in La Crosse, for regardless of grade level the salary of teachers is now based on training and experience.

Finally, it must be said that the events of the past year have shown the teachers of La Crosse that organized labor has a tremendous interest in the public education system and can be depended upon to support all reasonable requests.

# Child Labor in U. S. on Upswing

THERE has probably been a great increase in child labor as a result of the increase in national defense employment. Figures are as yet lacking, but certain things we do know. Employment certificates and placement figures received by the Children's Bureau confirm the upward trend of young labor. In twenty-nine states and the District of Columbia, where the minimum age for employment during school hours was the same in both years, 2,355 first employment certificates were issued for boys and girls of fourteen and fifteen years in the first six months of 1941 as against 1,236 in the similar months of 1940, an increase of nearly 100 per cent. During the spring of 1941, girls and boys of sixteen and seventeen were going to work in such large numbers that certificate officials found it impossible to meet the demand without additional staff. Incomplete reports from thirteen states and the District of Columbia show in round numbers 79,000 certificates issued during this period as compared with 30,000 in the similar period of 1940, an increase of more than 160 per cent. In twenty-one states where employment certificates are issued to minors of this age only on request, incomplete returns show approximately 15,000 in 1940 in comparison with 8,000 in 1939. But in the first six months of 1941 the total rose to approximately 20,000, representing an increase of 282 per cent over the corresponding months of 1940. Vacation permits in the areas reporting them showed an increase of 147 per cent for the group of fourteen and fifteen year olds, the latter figure from states which do not require permits but which issue them on request.

As reported by the Bureau of Employment Security of the Social Security Board, job placements for minors of sixteen and seventeen in the first seven months of 1941 were 92 per cent greater than in the corresponding months of 1940. In eight states and the District of Columbia the number of placements had at least tripled. The largest increase occurred in Indiana, Maryland, Oregon, Rhode Island, and South Carolina.

Reports as to late summer and fall harvesting conditions seem to indicate a definite increase

in child labor. A report of conditions in the Connecticut tobacco fields was printed in the October *American Child*. Newspaper reports of school closings for harvesting indicate much wider use of children for bringing in fall crops than is customary. Violations of the child labor laws, which used to come in somewhat infrequently, have increased in alarming proportions.

Last winter the legislatures of the various states passed almost no constructive child labor legislation. On the other hand a great deal of break-down legislation was either passed or defeated. The Indiana law, which passed, removes newspaper carriers from the minimum age, hours, night work, permit and physical examination requirement of the Child Labor Law. In New Jersey an amendment lowered the eighteen year minimum for workers in bowling alleys to sixteen years and permitted work until midnight. A similar bowling alley bill in Massachusetts and a street trades bill in California were passed but vetoed. New Jersey and California, in particular, tried to break down restrictions for children in industrialized agriculture.

For remedial legislation the National Child Labor Committee is recommending and urging the support of a federal bill which will place industrialized agriculture under the child labor provisions of the Fair Labor Standards Act.

## Exhibits Available

Child Labor Day will be observed January 24, 25, and 26. A practical program for this occasion can be secured from the National Child Labor Committee, 419 Fourth Avenue, New York City. This committee is urging the necessity of federal legislation against child labor. By a unanimous decision, handed down February 3, 1941, the Supreme Court upheld the constitutionality of the Wages and Hours Act and ended the long fight to outlaw child labor in mills, mines, and factories. But there are still approximately half a million children engaged in industrialized agriculture who are not covered by federal legislation and are being exploited. The exhibit materials listed below are available on the terms indicated, with money being payable in advance.

### CHILD WORKERS ON THE NATION'S CROPS

A lantern slide lecture, illustrated by 57 slides.

Numbers in the margin of the text corresponding to numbers on the slides, indicate when slides should be changed and make presentation of the slide lecture simple and easy for anyone. (Loaned for \$2 and return postage)

**SET OF 12 MOUNTED PHOTOGRAPHS, SHOWING CHILD LABOR IN SEVERAL FIELDS OF INDUSTRIALIZED AGRICULTURE.**

(Loaned for \$2 and return postage)

**TWO ENLARGED PHOTOGRAPHS OF CHILDREN ENGAGED IN INDUSTRIALIZED AGRICULTURE.**

Approximately 22" x 28", with floor easels on which they may be exhibited.

(Loaned for \$2 and return postage)

#### **HAVE YOU SEEN THESE CHILDREN?**

An album (13" x 17") with 30 photographic enlargements and running text shows graphically what the "farm problem" means to American children.

(Loaned for \$3 and return postage)

#### **THOUSANDS OF CHILDREN FOLLOW THE CROPS.**

A three dimensional map of the United States, showing in four colors, electrically lighted from the back, the main routes followed by migratory agricultural families. The map (5' x 8') rests on a stand 30 inches from the floor. Weight, including stand and packing box, is approximately 350 pounds.

(Loaned for \$3 and cost of shipping from and to New York)

## **Students War Against Waste**

"WAR Against Waste Day" was chosen by the Consumer Division in Washington, D. C., as an occasion on which to conduct programs in several schools of the District of Columbia to enlist the support of school groups in the country's war against waste.

Both at Woodrow Wilson and at Dunbar High Schools, the program was conducted around a previously planned lesson, the purpose of which was to have each student learn how he might take an active part in the National Defense Program as a consumer, or economic citizen.

After a preliminary discussion, led by each teacher in his own classroom, the entire student body gathered in a general assembly. Here they listened to a radio dialogue, broadcast over the school's radio system. The characters of the skit—Johnny and Mary Consumer, two students of the school—dramatized, in simple language, their importance as consumers, ending with a request that copies of the Consumer Pledge be distributed to all students.

At the close of the skit, Eleanor Roosevelt was introduced and addressed the entire student body. At her suggestion, the entire student assemblies (1500 students at Wilson and 636 at Dunbar) signed the pledge.

Banners and posters carrying the message of consumer saving were on display throughout the building—in the lobbies, the auditorium, all classrooms, the lunchroom, the library, etc.

A somewhat different type of program was conducted at Washington, D. C.'s American University. Here the regular Wednesday chapel exercises were set aside to dramatize "War Against Waste Day," as a part of Civilian Defense Week.

The meeting was opened by Carl Byington, student president, who explained the significance of the day, and then introduced the wife of Henry Morgenthau. She explained briefly that the consumer was a significant person in the defense program, and that his participation in its plans was essential to its success.

As a symbol of the importance of each individual in the total program, the university's cook, along with its chef, its housekeeper, and its caretaker joined with Mrs. Morgenthau in signing the pledge. At Mrs. Morgenthau's suggestion, pledges were then distributed to the entire student body.

**THE FOREGOING ASSEMBLIES WERE** held in Washington, D. C., under the direction of members of the Consumer Division and the Office of Civilian Defense. However, several out-of-town colleges are also partaking in the Division's plans to enlist student interest in consumer affairs.

For example, in response to a letter written to a representative group of colleges by Miss Harriet Elliott, then in charge of the Consumer

Division, Miss Josephine Shelly, assistant to the president of Bennington College, wrote:

"You may be interested to know the form in which our students are co-operating in this matter of civilian saving. They have organized a campaign on campus to conserve power, light, oil, and paper under the nickname PLOP. They have consulted the superintendent of the college to find out the best methods to conserve these materials and are now engaged in dramatizing the whole thing for the community by meetings, skits, special issues of the college paper, etc., after which they will have delegates in each of the student houses follow up the program to see that the means of saving are actually put into practice."

Perhaps the most comprehensive school program at present under way, is one launched at Skidmore College at Saratoga Springs, New York, on November 12. Mrs. Mary Jeanne Byrd, in the College Unit of the Consumer Division was on the campus for two days preceding "War Against Waste Day." In the conferences which she conducted, it was decided to put up posters and distribute the Consumer Pledge in all the dormitories. As a result of the general interest and discussions which this aroused, the entire student body joined in the program, and 464 students signed the pledge. These, incidentally, were the first signed pledges to reach the offices of the Consumer Division in Washington.

Because of the continued interest which the students have shown in consumer problems and in consumer education, Skidmore College was selected as the place at which to conduct the first of a series of campus-wide programs organized jointly by college authorities and the College Unit of the Consumer Division. "Consumer Week" was observed from December 7 through 12.

Dr. Edith MacArthur, head of the Home

(Continued on page 20)

(TOP) ELEANOR ROOSEVELT SPEAKING AT Dunbar High School, Washington, D. C., urges students to sign the Consumer Pledge. (Middle) Banners and posters similar to this were exhibited at Woodrow Wilson High School, Washington, D. C. on "War against Waste Day." (Bottom) Co-operating in the National Defense Program by signing the Consumer Pledge and participating in the "War against Waste Day" program were these students of Woodrow Wilson High School.



## A PLACE TO LIVE

With Defense Housing of vital importance to the community and nation, this 16 mm sound film is of timely interest to teachers and students of social science and home economics. Here is a real housing situation told in terms of people's lives. Left to right, scenes from the film show (1) the schoolboy with the armful of firewood he has picked up from alleys and city dumps, (2) a typical slum area, and (3) the sound technician, the mother, the boy and Irving Lerner, the director. Based on a survey by the Philadelphia Housing Association. Produced by Documentary Film Productions. Released by Brandon Films.



## VALLEY TOWN

This striking documentary, a 16 mm sound film depicts industrial Okies, their jobs sacrificed first to depression and then to automatic machinery. In their Pennsylvania ghost town, hard hit by technological unemployment, over half the townsfolk went on relief. While the Defense Program is relieving their situation, the basic query remains: will they again be tossed aside when the boom is over? Left to right: (1) unemployed men gather around unemployed machinery, (2) workers finding jobs in Defense Plants, and (3) a worker ponders his future. Produced by Willard Van Dyke, its author, and Dr. Spencer Pollard.

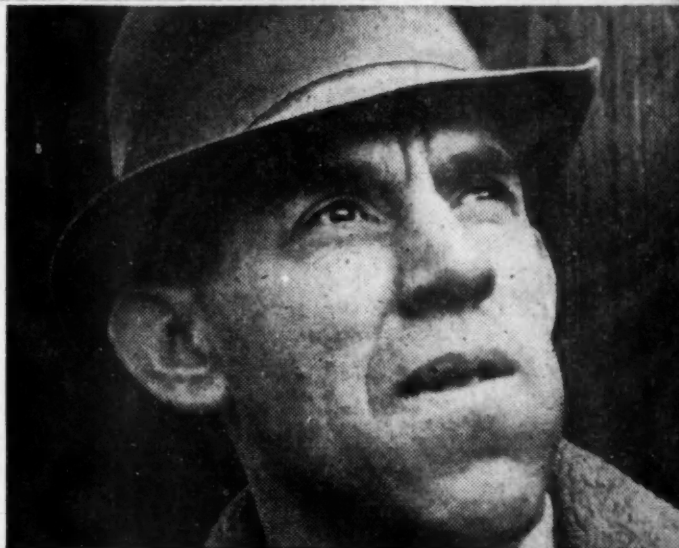
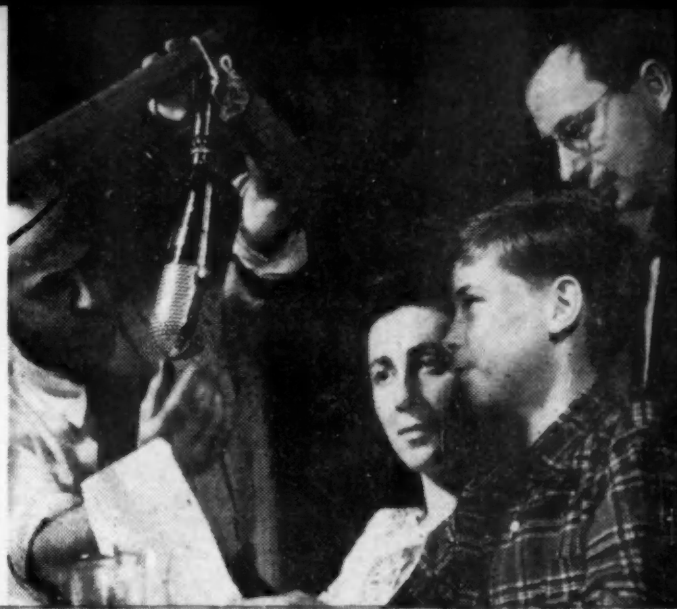


## A CHILD WENT FORTH

A picture of 2-7 year olds in Woodlea, Nell Goldsmith's well known nursery camp. This 16 mm sound film shows how children react to a carefully planned program of camp, school, and farm; how they play and grow in body and mind; how they respond to freedom and develop responsibility; and how they react to the sympathetic understanding of adults. An outstanding film of its type, appealing especially to persons interested in child growth. Commentary is by Munroe Leaf. Music by Hanns Eisler. Produced by Joseph Losey and Pohn Ferno, and released by the New York University Film Library.



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*Defense and Living Costs* is a 19 page, printed, paper bound pamphlet concerned with the increased costs of both essential and non-essential consumer goods. It is the story of the effect of national defense—the war economy—upon the American people's pocketbook. Price 10 cents. American Association of Adult Education, 60 East 42nd Street, New York, New York. Two University of Chicago Round Table pamphlets of interest to AFT members are *What Does Rationing Mean?* (No. 198) and *Morale: Ours and Theirs* (No. 199). Both cost 10 cents. *Common Ground*, 222 Fourth Ave., New York City, has a fine reprint "Immigration, a Field for Research" which you may obtain free. The January 2, 1942, issue of *Bread & Butter* is devoted to the meaning of price control.

★ ★ ★

Numerous radio transcriptions or recordings have recently been released which are appropriate for classroom use. In the social studies field, Erpi Classroom Films has prepared twenty documentary episodes on the "Growth of Democracy," from the Magna Charta to the signing of the American Constitution. The Oral and Visual Institute is selling its third series of "Lest We Forget" programs, including twenty-six episodes illustrating that "Democracy is Our Way of Life." RCA Victor has prepared a volume of excerpts from speeches by each of the United States presidents during the twentieth century.

The most outstanding releases in the field of literature are some readings of English literature by the famous CBS writer and producer, Norman Corwin, and the well known actress, Cornelia Otis Skinner. The Corwin readings, entitled "Masterpieces of Literature," are produced by the Columbia Recording Corporation, and the readings of Miss Skinner are on Victor Red Seal records.

Decca has just recorded a perfectly swell album (three 12 inch records) of Carl Sandburg reading selections from *The People Yes*, including those sections which appeared in the "Tolerance" issue of the *AMERICAN TEACHER*. The album sells for \$3.65 and is number 275.

★ ★ ★

*Group Discussion Guide*, a monthly movie journal for teachers, 501 Broadway, New York City, is offering its "Course of Study in Radio Appreciation" (\$1.00) free to anyone subscribing to the journal for two years. Price \$3.50.

★ ★ ★

A collection of safety-education films designed to assist teachers is being made available to schools by the New York University Film Library in collaboration with the University's Center for Safety Education, Dr. Alice V. Keliher, chairman of the film library committee, announced recently.

A handbook issued as Bulletin 1941 No. 4 of the United States Office of Education, Washington, D. C., is entitled *Conservation Films in Elementary Schools*. It contains, besides a general discussion of the subject indicated in its title, an annotated list of films available.

## Among the New Books

**A HISTORY OF FREEDOM OF TEACHING IN AMERICAN SCHOOLS**, by Howard K. Beale. New York: Charles Scribner's Sons, 1941. \$2.00.

The central theme of the book is that every period in our history has sought to use the schools to perpetuate the *status quo*. Any evidence of teaching which raises doubts about the perfectibility of existing institutions invokes the wrath of powerful pressure groups. The materials and circumstances vary from age to age, but the pattern is always the same. Non-conformity in religious matters in colonial America, abolitionism in the ante-bellum South, dissident economic views during the industrialized era have resulted in alarmist publicity concerning the teachers, schools, and textbooks. Convention resolutions under the domination of the "slavocracy" bear a striking parallel to those of merchant associations and chambers of commerce of today. "Deeply rooted as it (slavocracy) was, with great property interests at stake, it could do only what every social system does when it becomes decadent—stave off disaster by not admitting that disaster was possible." The witch hunts during the Revolutionary, Civil, and World War periods are strikingly similar.

The moral of the book is obvious. Professional

**THE EDUCATION OF FREE MEN IN AMERICAN DEMOCRACY**, by the Educational Policies Commission of the National Education Association of the United States. Washington, D. C., 1941. \$.50.

The Educational Policies Commission which has spent five years trying to determine the relationship between American democracy and the American school has just published the book *Education of Free Men in American Democracy*. Credit for the clear, honest, and convincing expression of the Commission's views is given to Dr. George S. Counts.

The Commission points out the dangers facing democratic nations in their conflict with totalitarianism. It defines and sets forth the principles of democracy as a great social faith or philosophy; points out the necessity for the development of loyalties, understandings, and discipline in the education of free men in a democratic society; and, finally, places a great moral obligation upon the government, the teacher, and the people to develop and maintain a system of "education deliberately and systematically designed to defend, strengthen, and more completely realize in America the articles of democratic faith."

The book is a clarification of our educational philosophy. It does not evade the question of indoctrination, but clearly states that the principles of democracy must be taught and practiced in the schools, and that

responsibility mandates the teaching profession to develop, in the pupils independent thinking and conclusions arrived at by the educational rather than by the propaganda method. To accomplish this the teachers must counteract the influence of those groups which are the special beneficiaries of a given society. There is evidence throughout the volume that as educational standards improve, the teaching profession becomes increasingly articulate and its voice correspondingly felt.

The present emergency makes this an extremely timely book. For, as the author points out, it is during the times of stress that freedom of teaching is most heavily assaulted. Teachers must expose and denounce all efforts to rob the future citizen of his right to a sound education by those who under the guise of a false patriotism or as champions of "anti-subversive" crusades, seek to discredit public education and thus undermine an institution created after decades of painstaking toil. This does not mean that teachers have in the past nor will at present condone the conduct of truly subversive elements. But it does mean that they must be eternally vigilant to separate the chaff from the wheat. Sincere non-conformity must be distinguished from subterfuge and deceit.

EDWARD M. COHEN

loyalty to those principles must be developed. In dealing with the problem of discipline it says that it is the duty of the school to teach the social discipline appropriate to free men in a democratic state. Such discipline must be a "form, though a peculiarly severe form, of individual discipline" which cannot be achieved by subjecting the young to the severe regimen of the totalitarian state nor by allowing the young to follow their own impulses and take over the processes of education. The opposing schools of thought which maintain that a conflict exists between discipline and personal liberty fail to understand the nature of man. The authors state that it seems to be a fact that man by nature is neither naturally evil nor naturally good, but that he becomes evil or good as he develops in a society. Therefore the school must provide opportunity for every boy and girl to learn social discipline through practice in making, obeying, and enforcing community decisions.

The book—brief, clear, and concise—is perfectly organized for easy reading. It assigns to the teacher a difficult role. It places upon her shoulders the inescapable obligation of participation in the shaping of educational policy. It challenges the government, the teacher, and the people to develop a unity of purpose in this great undertaking of the education of free men for and in a democracy.

EDNA M. SIEBERT

# Students War Against Waste

(Continued from page 15)

Economics Department at Skidmore College, served as chairman of arrangements. Miss Cynthia Taft, president of the College Government Association, represented student participation. Two members of the staff of the Consumer Division, Mrs. Mary Jeanne Byrd and Miss Elizabeth Wilson, were present.

The consumer program opened at College Vesper Services on Sunday night, December 7, with an address by Mrs. Byrd, on "The Role of the College Woman in National Defense." At a mass meeting on Monday, the program for the week was presented to the students. This was followed by panel discussions on "The College Girl as a Consumer." As a special feature, the regular Thursday evening community Town Hall discussed "Price Control." This was a forum held in the Katrina Trask Community House as a co-operative project of Skidmore College and Saratoga Springs.

A series of afternoon round table discussions dealing with aspects of the defense program and their relationship to consumer problems was held throughout the week. Each of these meetings was under the sponsorship of a different department within the college. The program ended on Friday, December 12, with a style show prepared by the Department of Home Economics. Clothes chosen for their durability, their value and economy, as well as for their style were modeled. The campus newspaper issued a special edition devoted to consumer interests and to various exhibits dealing with specific aspects of the program. The central exhibit, which was prepared by the Consumer Division of the Office of Price Administration, was on display at the Katrina Trask Community House throughout the week and was available both to students and to the public.

Interest in the consumer program is gradually spreading among the schools and colleges of the country. Although they have formulated no definite program, about a dozen colleges in addition to those mentioned, have expressed their interest in the communications from the Consumer Division. The Consumer Division hopes that members of the AFT will help to implement this program by organizing the

schools and communities in which they live and work to co-operate in national defense along the lines here suggested. Materials and aids to carry out programs similar to those sketched here can be secured from the Division.

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## Consumer's Materials

The following materials will prove useful to persons interested in securing more information on the problems of the consumer.

Consumers Union, 17 Union Square, New York City

*Bread and Butter*, a weekly (\$1.00 a year)  
Department of Agriculture publications, Washington, D. C.

Bureau of Home Economics releases (generally free)

Consumers Counsel Division

*Chart Analysis of the Federal Food, Drug, and Cosmetic Act* (free)

*Consumer Service of the Department of Agricultural Agencies* (free)

*Consumers' Bookshelf* (Superintendent of Documents, \$.15)

*Consumers' Guide*, a bi-weekly (free)

*Materials for Consumer Education* (free)

*Price Spreads between the Farmer and the Consumer* (free)

*Study of Informative Labeling* (free)

Department of Labor, Washington, D. C.

Monthly releases on trends in food prices, etc. (free)

National Bureau of Standards, Washington, D. C.

*Services of the National Bureau of Standards to the Consumer* (free)

Office of Defense Health and Welfare Services, Washington, D. C.

*Nutrition News Letter*, No. 9 (free)

Office of Education, Home Economics Education Service, Washington, D. C.

*Consumer - Buying in the Educational Program for Homemaking* (Superintendent of Documents, \$.20)

*Social - Economic Research Abstract Series* (free)

Stephens College, Columbia, Missouri

News Bulletin (\$.25 a year)

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# On the Labor Front

## Atlanta Labor Journal Denounces Cox, Smith

**THE 300,000 MEMBERS OF THE** International Ladies Garment Workers (AFL) will buy \$25,000,000 worth of defense bonds in the first six months of 1942. Purchase of the bonds was authorized by the ILGWU executive board.

Special books containing spaces for defense stamps will be printed by the United States for each union member. Employers will deduct at least 5 per cent of the workers' weekly wages, which will be given them in defense stamps. Workers will paste the stamps in their books and when the books are filled, they will turn them in to the union for a defense bond.

"While this is not a mandatory plan, we are absolutely certain every union member will do his share and buy defense bonds," said David Dubinsky, president of ILGWU.

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### MEMBERS OF THE UNITED

Auto Workers (CIO) have pledged themselves to buy a battleship to replace the USS Arizona, sunk by

(Continued on page 22, col. 1)

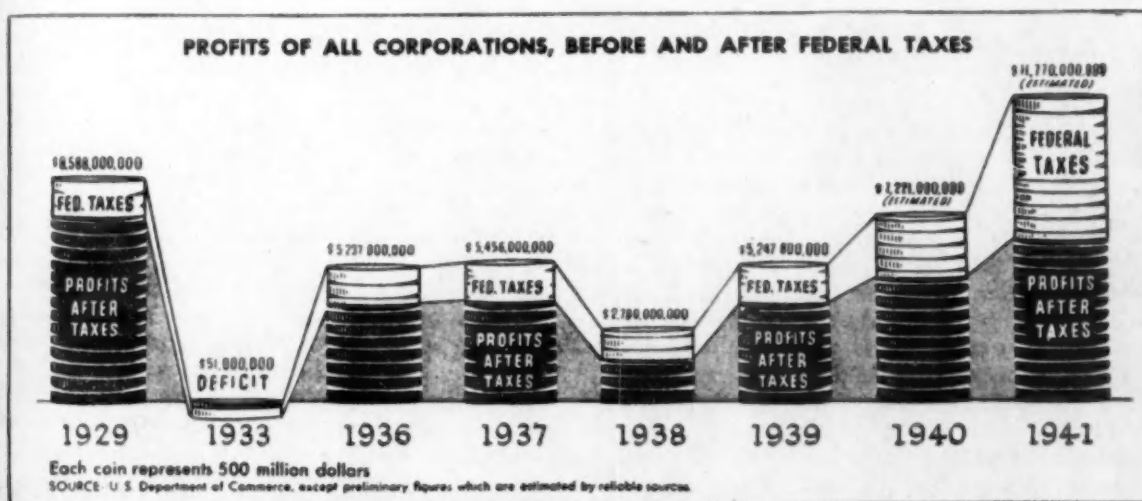
"Down With Hypocrisy" is the title of the following editorial which appeared in the January 2 issue of the "Journal of Labor," the official organ of the Atlanta Federation of Trades (AFL).

"The Atlanta Federation of Trades knows how, it believes, defense production could be speeded up and geared to such a degree that all America would become enthused and aroused and inspired. It is a simple way, too, with nothing much involved.

"If Eugene Cox, of Georgia, and Howard W. Smith, of Virginia, will resign from the Congress of the United States and go back to their homes and stay there and keep their mouths shut for the duration, the workers in defense industries and in all private enterprise in America would increase production and speed up output as never before witnessed in the whole world. There are a few others in Congress who should join them but the resignations of these two labor-baiting, labor-hating, pocket-size editions of Adolph Hitler would so enthuse American labor that increased production would follow just as naturally as the sunshine plays upon the earth when storm clouds have been dispersed.

"Even the most patriotic men and women in the American Federation of Labor often feel like just sitting down and quitting when Cox and Smith go on a rampage. Cox and Smith out-Hitlerize Hitler when it comes to enslaving labor. Neither one of them has the slightest conception of true democracy. No European potentate ever lived who had a more autocratic spirit than that manifested by Cox of Georgia and Smith of Virginia.

"Labor in America is patriotic; labor in America honestly and sincerely desires to do its all in support of this great country in its contest with foes of democracy. No greater boon to the cause of America could be found than that which would follow the resignations of Cox of Georgia and Smith of Virginia from the Congress of the United States."



**PROFITS STILL LOOK PRETTY:** This chart from Labor's Monthly Survey shows that while taxes in 1941 will take almost half the total profits for the year, the remaining profits are still higher than in any year since 1929. The Survey is published by the American Federation of Labor.

Japanese at Pearl Harbor, December 7. "The son of a UAW member was killed in action on that ship," said R. J. Thomas, UAW president, in informing Secretary of the Treasury Henry Morgenthau that the union was launching a drive among its 700,000 members to sell \$50,000,000 worth of defense bonds.

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**DEMONSTRATING THE TRE-**  
mendous toll of accidents among workers, the National Safety Council said on December 10 that the production time lost through accidents in the United States for the first nine months of 1941 was enough to build 20 battleships, 200 destroyers, and 1,000 heavy bombers. A total of 340,000,000 man-days of production were lost during that period through accidents on and off the job, the council reported.

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#### **FULL AND IMMEDIATE USE**

of the nation's productive machinery and a drastic revamping of the entire governmental defense organization to this end was recommended to the United States House of Representatives by its special committee investigating national defense migration.

The committee, headed by Representative John H. Tolan (D., Cal.) told the House that at present American productive capacity is disorganized and chaotic and that civilian morale will be destroyed unless the problem of defense unemployment is solved.

Most important of the committee's recommendations was the proposal that a single civilian board be charged with full responsibility for production. A special technical division and regional offices are contemplated as additions to this board. Other recommendations were for full use of existing industrial capacity and immediate conversion to war work of the nation's largest production facilities; the renewal of existing contracts in order to determine how they can be speeded through subcontracting and conversion of existing facilities; re-employment of unemployed workers and the transfer of workers from civilian to defense industries; the development of a na-

tional program of training and transfer of workers in war industries; and an increase in unemployment benefits, with an extension of their duration to twenty-six weeks.

Representative Frank C. Osmer, Jr. (R., N.J.) who recently resigned from congress to join the army as a private, wrote a concurring report expressing the belief the committee had not gone far enough in its recommendations.

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#### **UNEMPLOYMENT STOOD AT**

3,800,000 in December, a decline of 100,000 from November, F. H. Dryden, acting commissioner of the WPA said here. There was an increase of 100,000 in employment during the same period, the size of the labor force—or total number in the labor market—remaining unchanged. The regular WPA monthly report of unemployment was taken during the week of December 7-13 and does not reflect recent heavy layoffs resulting from curtailment of civilian consumer goods, it was explained.

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#### **FOUR — SHIFT OPERATION**

will solve the problem of the 168 hour work-week and get victory production out of the American industrial machine, Baird Snyder, acting administrator of the wage-hour division, said.

"There is nothing inconsistent about the 40 hour shift and continuous operation," said Snyder. "Many continuous operation industries (such as open hearth steel furnaces, electric power houses, rayon yarn factories, and transportation organizations) have operated for years on a four-shift basis.

"Since the President's request of June, 1940, for maximum defense production, several alert manufacturing organizations have scheduled continuous operation of their productive machinery through the four-shift system.

"Planning a four-shift system is a very simple matter. In a typical 40 hour week, continuous operation scheduled, three shifts work regular eight hour tricks five days a week, accounting for 120 of the 168 hours in the week. The swing shift works the remaining 48 hours on a staggered basis. Some manufacturers

work the swing shift 40 hours and use the remaining eight hours for reconditioning machines. -

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#### **A SHIFT IN THE ANTI-UNION**

attitude of the Canadian government in wartime was seen in the appointment of Humphrey Mitchell, veteran AFL unionist, as labor minister, the release of Clarence S. Jackson, CIO official held in a concentration camp for six months, and the dismissal of charges against fourteen CIO members accused of striking illegally.

Mitchell, a member of the International Brotherhood of Electrical Workers, is a successor to Norman McLarty (denounced by organized labor) who has been shifted to the post of secretary of state.

President Tom Moore of the Trades and Labor Congress of Canada hailed Mitchell's appointment as "welcome news."

"A man of strong convictions and great driving force, Mitchell will add strength to the cabinet and should, with support of his cabinet colleagues, be able to give the labor department a power and influence it ought to have in shaping and administering sound labor policies without which an all-out war effort cannot be achieved," Moore said.

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#### **THE NEXT SIX MONTHS IS**

the crucial period for American labor and industry according to the AFL's Labor's Monthly Survey for January.

"We began the year 1941," the survey says, "believing that defense production could be added to normal civilian production and undertook a huge program of building new plants for defense work.

"We now know, in 1942, that the nation must change at once to a total war economy. The first industry-wide conversion is in the automobile industry where civilian production has been stopped and \$6,000,000,000 of war work has been allotted. Some 300,000 workers must shift from civilian to war work. There will be problems of retraining and transfer."

Plans being considered by the OPM, the Federation says, contemplate putting all plants capable of conversion to war



*St. Paul*

work immediately, filling civilian needs by plants which cannot be converted, and using the most economical civilian plants full time

Representatives of labor as well as industry in England had a voice in determining which plants should be converted and which should be shut down, the AFL notes.

"The American conversion program," the survey declares, "must protect workers as well as managements during the transfer period. Seniority rights must be guarded, skilled workers must be given work which will use their skills to the greatest advantage, unemployment during the shift must be reduced to the lowest possible minimum.

"Floyd Odum, director of contract distribution, estimates that 2 per cent of our scarce material supply could keep small companies alive for six months—long enough to determine whether they are needed for defense or civilian production."

Full co-operation of labor and management needed to fulfill the President's production program, the AFL continues, can be achieved only if labor is given real representation in all war production policy making

and activities.

Growing participation by labor in the program is seen by the Federation.

Figures are cited to show that the 5,000,000 now employed in war industries will increase to 11,700,000 by the end of 1942 and will amount to close to 25,000,000 in 1944. In addition 5,000,000 to 8,000,000 men are expected to be put into the armed forces.

Wages, it is noted, average 77 cents an hour in American factories. Despite the fact that this is the highest level ever reached

it is still way below the minimum of \$1.08 an hour needed to support a family of five in health and efficiency at present prices. The bare subsistence level for a family of four is 71½ cents an hour.

Almost half of all American factory workers receive less than the bare subsistence budget, the Federation said, and less than half of the 11,705,000 factory workers got wage increases last year. The 4,063,000 who got raises in the first ten months of the year were mostly union members.



## NEWS FROM LOCALS

(Continued from page 2)

fall. John L. Childs of Teachers College and Rebecca Simonson, president of the Guild, were among the speakers.

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**89** ATLANTA, GA.—A resolution expressing appreciation for the life and services of Elmer Remer Enlow, Director of Statistics and Special Services, Atlanta Public

Schools, who died on October 31, 1941, was passed by the Atlanta Public School Teachers Association at a recent meeting. Dr. Enlow had won national prominence for his work in visual education and as a statistician and administrator.

Ira Jarrell, president of Local 89, was instrumental in the drawing up of a resolution in which the Atlanta Federation of Trades condemned any attempt of the city council to eliminate the special one mill tax levy, discontinuance of which would mean a decrease in city revenue for 1942 of more than \$300,000 slated for use in the city's schools and for building and repairing various civic buildings.

## Teachers Union in Action

**39** BUFFALO, N. Y.—The Industrial Teachers Association of this city sponsored a family party night on the evening of January 2 at the Depew Boys' Club, Depew, New York. The program, under the direction of Carl Kuehn, consisted of sports and games for both children and adults, with special music by Norm Vester, and refreshments.

The salary committee was instructed to arrange a salary schedule for the National Defense Program of next summer. It also presented the request of the Buffalo teachers for a salary restoration to the board of education. Another request to the board was for a return to bi-weekly pay days.

The public relations committee is going to work with a committee from Local 377, Buffalo, to secure one-cent milk for city school children.

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**420** ST. LOUIS, MO.—Members of the St. Louis locals **660** co-operated with the national AFT offices in maintaining an exhibition booth **680** at the convention of the Missouri State Teachers Association. Feature articles from the *AMERICAN TEACHER* and pamphlets were displayed on attractively prepared wall mountings. Several thousand copies of AFT literature and the *AMERICAN TEACHER* were distributed. Many out-of-state and local teachers, superintendents, and boards of education members stopped and discussed the Union with persons tending the booth. Several of the teachers in attendance at St. Louis will return to their homes to tell others about the AFT and to consider the formation of new locals. The cost of the exhibit including rent but excluding literature and journals was less than \$15. The St. Louis locals feel that they can recommend exhibits at state teachers conventions as a valuable means for making contacts over a wide area at a comparatively low cost.

### California Holds State Meeting

**61** SAN FRANCISCO, CALIF.—Delegates from Local 61 were among those in attendance at the annual convention of the California State Federation of Teachers held in Bakersfield. In her report of the convention, Miss L. R. Melner, a delegate, told of the program which centered around the problem of unity in the defense of democratic education. Preliminary planning had been done by a committee made up of Eldred Nelson, East Bay Local, No. 349, L. S. Gerlough of Local 61, and Irene Willoughby, Palo Alto, Local 442. A report on a program of action and policy to justify the Federation's existence and provide for an extension of its influence was the basis of much of the convention discussion. Committee reports reflected the enthusiasm and accomplishments of their members. Officers elected at the convention were: President, Frank C. Davis, Local 430, University of California at Los Angeles; vice-president, Eustace V. Cleary, Local 61, Mission High School, San Francisco; secretary, Gertrude Luehning, Local 442, Junior High School, Palo Alto; and treasurer, Gertrude Ingram, Local 643, elementary school at Bakersfield.

Four issues of the State Federation paper, the "California Teacher" are to appear each year. A special editorial board (made up of representatives of each of the locals affiliated with the Federation) was elected by the executive board at its post-convention meeting.

Ruth Dodds, AFT vice-president, was in San Francisco to attend a luncheon in honor of H. I. Christie, a member of the board of education, and the meeting of the northern branch executive of the California State Federation of Teachers. The latter group concurred in a statement adopted by the southern branch executive on the necessity of maintaining educational standards during the present national emergency. Miss Dodds also discussed plans for a local membership campaign with G. C. Jones, chairman of the organization committee of Local 61.

## AFT Fights for Labor Courses

Union teachers of California have long advocated courses in labor history and problems as an essential part of the high school curriculum. A step toward the realization of this aim was taken in 1941 when the convention of the California Federation of Labor passed a resolution in favor of such high school courses. Another step was the preparing by a committee on educational policies of the California Federation of Teachers of a sample course, to be elective in the eleventh and twelfth grades. The next step should be the establishment of such experimental courses in the high schools themselves, with a later extension to the junior high schools.

In planning a labor course it is necessary to have a clear understanding of its purpose and the means by which that purpose can best be achieved. To be effective, a labor course should not be a propaganda vehicle for union theories but, rather, a means by which students (many of whom will be the children of laborers) can become acquainted, first, with the local scene and then, through collateral reading, with the larger field of labor history and problems.

To do all this successfully the aims and methods of the course must be specific, both in definition and execution. There must be a planned program of local observation and a directed use of

library materials. Wherever possible, expeditions should be made to labor, building trades, and employers councils; to the headquarters of the local co-operatives; to employment agencies and the gathering places of the unemployed; and to the local offices of the labor relations board and the social security administration. Many school libraries have not given attention to the building up of adequate sections on labor and teachers, in general, will have to co-operate with school librarians in increasing constantly the available supply of books and pamphlets on this important subject. The usual classroom procedure of textbook-lecture-recitation is insufficient. A large part of the time should be devoted to oral reports by the students, based on their own observations and their reading of supplementary materials.

The local labor organizations should prove of valuable aid. A reservoir of labor opinion exerting pressure on the local school board and administration will help in acquiring funds for enlarging the school library and in providing for adequate mimeographing and other necessary equipment and services. Given such backing, the Union teacher should have no trouble in working out successfully the technical details of his labor course.

L. S. GERLOUGH

## Detroit Wins \$2,000,000 Pay Boost

DETROIT'S Local 231 scored on December 9 when the board of education went on record for a single salary schedule, the maximum and minimum to be set before September, 1943. Pay boosts totaling \$2,000,000 were included in the budget for 1942-43, with the understanding that these increases would apply on a revised schedule to be worked out later.

The board further resolved to petition the city council for consideration of wage and salary increases for school employes for the latter half of the current year.

From the longer range, Detroit Local 231 counts as its most important victory to date the board's commitment to the single salary schedule. The existing double schedule, under which elementary teachers are paid a maximum of \$2400 a year, while intermediate and high school teachers of identical qualifications (and sometimes, as in the seventh and eighth grades, teaching identical courses of study) reach a maximum of \$2800, has been an object of attack by the Detroit Federation of Teachers since its organization. Every threat to the maintenance of the existing salary schedule (whether directed at eliminating the

annual step-ups or shortening the school year) and every discussion of working conditions (class size, sick leave, or teacher load) has been seized by Local 231 as an occasion to argue the essential injustice of the differential between elementary and secondary salaries.

Two years ago, and a year ago, when the board of education turned down the Union's proposal for including in the budget a request for funds to raise elementary teachers to the secondary level, it did so with express recognition of the injustice of the principle. Superintendent Frank Cody, nearing retirement and long "king-pin" in Detroit schools, declared he had favored the single schedule for more than twenty years—since before the present double schedule had been adopted. Lately board members commonly speak of the underpaid elementary teacher.

Last spring, Local 231 called for "general upward revision" of the salary schedule. The board agreed to confer on the subject. In September the Union launched a monthly publication, announcing its own state-authorized two-day Institute and its salary pro-

# TEACHERS UNION NEWS—A Pictorial Review

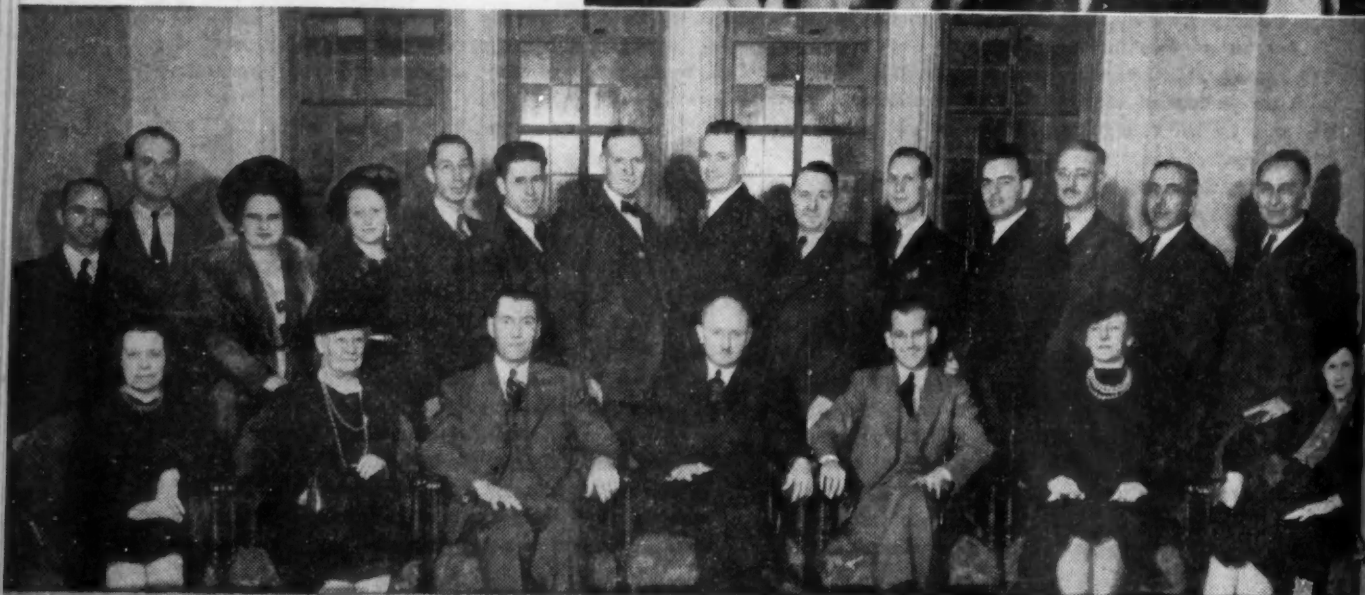
(TOP) ADDIE L. WEBER, PRESIDENT of the New Jersey Federation of Teachers, presents thirteen AFT members with checks which teachers won in a court decision handed down September 17, 1941. See "American Teacher," December, 1941, "The Case of Thirteen Teachers." Looking on at left is John Connors, AFT organizer.

(MIDDLE) OFFICERS OF LOCAL 464, Private Teachers, Chicago, welcome Dr. Kurt Lewin (second from right), distinguished psychologist from the University of Iowa, to the Francis Parker School. Lewin spoke on the nature of democratic educational groups.

(BOTTOM) THE EXECUTIVE Council of the Indiana Council of Teachers Unions at its meeting at Purdue University, November 8, 1941.

Seated (left to right): Pearl Bell, East Chicago; Charlotte Russell, Past Secretary of the Chicago Teachers Union, representing John Fewkes as Vice-President of the AFT; Willard Tormohlen, Vice-President of the Indiana Council of Teachers Unions, Gary; J. C. Harger, President of the Indiana Council of Teachers Unions, Indianapolis; Russell W. Adams, Secretary-Treasurer of the Indiana Council of Teachers Unions, Gary; Eileen Johnson, Chairman of the Publicity Committee; Martha Sanovic, East Chicago.

Standing (left to right): J. J. Bailey, Anderson; Ray Sherman, Anderson; Geneva Williams, East Chicago; Opel Marquardt, Calumet Township; J. P. Lahr, Indianapolis; John E. Farmer, Hammond; Carl Upson, Past President of the Indiana Council; Howard Lindsey, Anderson; M. O. Hawbaker, South Bend; Jesse Huntzinger, Anderson; M. A. Verkuilen, Gary; Arthur Sluyter, Chairman, Defense Committee; Elgin Todd, Anderson; and George C. Bronson, Newcastle, Indiana.



posals: a new single salary schedule of \$1700 to \$3300 (\$1900 to \$3500 for a master's degree or its equivalent), and for 1942-43 a \$200 salary increase to represent the first step toward the new maxima. Sporadic sentiment for a percentage increase ("and never mind the schedule") was snowed under among classroom teachers.

In the closing weeks of the two-year campaign, even the moribund company union, the Teachers Association, took on life. Beset with demands for support of union proposals, a specially appointed salary committee of the Association came out on the day the fight was won with proposals in no important way different from the Union's.

Local 231 went into the budget sessions of the board of education with four objectives: (1) to get something for everyone for next year; (2) to get that "something" distributed as equitably as possible; (3) to make that boost apply on a better schedule, that is, to commit the board to "general upward revision"; and (4) to establish the single salary schedule.

In estimating these objectives the Union gave first place to the fourth request, second place to the third.

In the board's decisions, the Union gained much, but not all, of what it went after: "Something for everyone" was provided in the board's budget requests to city officials; the manner of distribution was held in abeyance; an oral agreement was reached among board members for general upward revision of salaries; and a resolution in favor of the single salary schedule was formally passed. Implementing the latter, teachers beginning service in September, 1942, will receive \$1600 instead of \$1400; and elementary teachers with a master's degree will advance at once to the secondary schedule.

Detroit teachers' salaries are due to move upward. Union membership grows apace. Hamtramck Union teachers get an increase in salaries. Demands for AFT organization in the outlying municipalities of the Detroit metropolitan district tax Local 231's meager facilities, already strained by local activities and a high-powered local organizational campaign.

## 511 EAST CHICAGO, IND.—

In the November issue of its mimeographed *East Chicago Teacher*, Local 511 sets forth the benefits derived from belonging to the Union. The article is headed "The Organized and the Unorganized" and says in part that teachers who organized in 1937 were granted a salary schedule in April, 1938, and since that time have received increases in salaries each year. Last March the board of education voted to put all teachers (except ten) at their rightful places on the salary schedule. On the other hand, for two years the principals and supervisors have asked for and been refused a salary schedule. A request of the nurses, who feel that their services on Saturday morning are unnecessary, to be put on a five-day work week has also been denied. In the meantime the salary schedule committee of Local 511 is looking toward the elimination of "plateaus," that is the passing of several years before increments are granted to teachers.

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**279 CLEVELAND, O.**—Walter O'Donnell was chairman of the committee of the Ohio Federation of Teachers which drafted the resolution adopted by the 1941 Ohio State Federation of Labor Convention instructing the

officers of that organization to take immediate steps looking to the establishment of labor institutes for workers' education at the summer schools of the various state universities. A second resolution urged the inclusion in school curricula of information concerning the social and labor legislation of recent years.

James Dunn is chairman of a tenure defense committee set up by the executive council of the Ohio Federation of Teachers to see that AFT teachers receive justice under the Continuing Contracts Act which is being fought by many Ohio school boards. Local 279 is itself sponsoring a case to test whether that law will protect the tenure of married teachers.

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**4 GARY, IND.**—The Gary Teachers Union has been arranging a forum on the totalitarian menace to education. Speakers made available through affiliations with the International Federation of Educational Associations (of which the AFT and the NEA are members) are the discussion leaders.

The Gary Union has more than 80 per cent of the local public school teachers as members. Gary school nurses and clerks have affiliated with a membership of almost 100 per cent.

**538 COLUMBUS, O.**—The Columbus Classroom Teachers Association petitioned the local school board for a 5 per cent restoration to basic salary; although the attorney for the local company union, paid as a full-time expert, said no increase was possible, the board granted one of 2½ per cent.

Local 538 also was successful in electing its candidate, Dr. Ruth St. John, physician at University School, to the school board. Previously Dr. St. John had been an appointee to the board to fill an unexpired term. She had co-operated with the AFT in a health survey of the Columbus schools. That her activity was appreciated was shown by the fact that she won the election by several thousand votes.

Among other Ohio locals taking part in the fall elections was Local 438, Ohio State University, which co-operated with liberal and labor groups to elect Carl Hutchinson, educational director of the Ohio Farm Bureau and nationally known co-operative leader, to the school board.

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**337 ERIE, PA.**—The Erie Federation of Teachers has for almost a year been working to achieve a five-point program. Two of its aims have been accomplished: extra pay for extra work and ad-

justment of the elementary playground situation. The three points not yet effected are: increments for all teachers to meet the rising cost of living; a five-day sick leave to accumulate to thirty days in a six-year period; and objective criteria for all teachers who wish to qualify for administrative positions.

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**CHICAGO, ILL.** — Members of the Chicago Teachers Union co-operated with and participated in the annual meeting of the Illinois Education Association held in Chicago, December 29 to 31.

Union officers, Miss Taggart, chairman of the finance committee, and four members of the grievance committee of the Chicago Federation of Labor met with the Chicago Board of Education, Superintendent William H. Johnson, and other administration officials in November

to make the following requests: (1) regular conferences; (2) tenth year salary increment for elementary teachers; and (3) the restoration of the 7½ per cent of basic salary. The first point was readily granted, board members saying the Union could confer with them whenever it wished. The two remaining points were taken under consideration, with no final conclusion being reached. However, the Union was assured that all available funds would be used for restoration of basic salaries.

A fund of \$1,000 is being raised by the Illinois State Federation of Teachers for defense of teachers dismissed for insufficient cause. Such cases are expected to be numerous because this is the crucial year before the tenure law goes into effect and the Federation wants to be prepared for any contingency.

**243 MADISON, WIS.** — The Vocational School Teachers Union of this city has solved the problem of getting members to meetings by holding luncheon meetings in the school. Attendance is high at the meetings of the local, whose membership comprises 100 per cent of the faculty.

Officers for 1941-42 are O. J. Melby, president; Enid Curran, secretary; and Charles Johnson, treasurer.

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**246 CHATTANOOGA, TENN.** — The Chattanooga Labor World commented editorially on the community service rendered by Local 246 when it sponsored in that city the appearance of John T. Whitaker, lecturer and veteran correspondent of the *Chicago Daily News*.

## AFT Thrives in Birmingham, Alabama

**563 BIRMINGHAM, ALA.**—Present conditions are conducive to the growth of Local 563. Birmingham is not a cheap place in which to live at any time, and the present rise in prices is making it increasingly difficult for teachers there to exist on the meager salaries many of them receive. As a result, teachers who hitherto scorned "labor organizations" have had a change of heart—or mind—and have joined the Union.

The local has been alert to the opportunity at hand. With the permission of the school superintendent it has sent literature and mimeographed letters with membership applications attached to every school in the Birmingham system. Federation members have also been in touch with non-Union teachers and "flying squadrons" are being sent out to address afternoon teachers' meetings. No formal talks are made, but the advantages of belonging to the AFT are made plain and questions concerning the Union are invited.

One of the most successful meetings was that of November 27 when Irvin R. Kuenzli, secretary-treasurer of the AFT, spoke on "Labor, Education, and Democracy," treating his subject from the local, national, and international viewpoint. About 350 persons attended this meeting, including Superintendent Glenn, Assistant Superintendent Banks, Stanton E. Smith, AFT vice-president, officers of the trades council, and the state federation of labor and a great many interested teachers.

Officers of Local 563 have conferred with individual members of the board of education and in general their presentation of teachers' problems has met with sympathetic understanding. The officers have also met with the city commission to ask for an increased school budget. In this endeavor the Union has been helped by the Birmingham Trades Council which has brought pressure to bear on the commission until it seems probable something will be done about school finances.

In the state treasury there is a surplus of approximately \$1,950,000, which the education forces are trying to get for the schools. Before this can be effected it will be necessary to call a special session of the legislature to vote on the matter, and Governor Dixon seems reluctant to do this. However he is being urged by many groups to call the session and the Union is hopeful that the money eventually will go to the schools. The sum is too small to do much toward improving the financial plight of Alabama schools, but it will help somewhat. Local 563 looks forward hopefully to the future, confident that with the co-operation of the Birmingham Trades Council and the Alabama Federation of Labor the untiring efforts of its own increasing membership will make those who hold the state's purse strings feel the need of more money for the schools of Alabama.

ELLEN FLAUTT

# Teachers Hit by Price Increases

Wholesale commodity prices have increased nearly 50 per cent in the past two years. According to the Associated Press Weighted Wholesale Price Index of 35 Commodities compiled from the daily market reports of the *Milwaukee Sentinel*, the average rise in commodity wholesale prices from August, 1939, to September, 1941, amounted to 45.7 per cent. The increase was relatively gradual and slight (8.2 per cent) in the first 12 months of this period, but from August, 1940, to September, 1941, it covered the remaining 37.5 per cent.

At the close of November, there was no end in sight for this spectacular ascent in prices. A price-fixing bill, proposed by Price Administrator Leon Henderson in July of 1941, was passed by the House of Representatives the final week in November, after being stalled in committee until November 25. In the delay from July to November, prices continued their upward flight.

## TEACHER PROBLEM

What do these facts mean for teachers? The teacher is a consumer, requiring approximately the same amounts of food, clothing, and shelter as do other consumers—to say nothing of insurance, medical and dental attention, transportation, savings, and an occasional bit of recreation. The teacher is also a worker, and wages and working conditions are of as much interest and concern to teachers as they are for any other group of working people. His interests include some sort of effective regulation of price increases, so that he will not be forced to see his standard of living slashed weekly, and even daily.

However, even if prices are to remain at present levels, the purchasing power of the teacher's salary in December, 1941, unless he has received an increase during the past year is greatly reduced from that of December, 1940. Indeed, as pointed out in the October issue of the *Madison Teacher*, the purchasing value of his salary is below that of 1933, when salary waivers and salary cuts were very generally in effect. Obviously, the situation for the low-salaried teacher is an extremely serious one. If he was able only to strike a precarious financial balance in 1939-40, he has little chance to meet even the most vital needs of himself and his family in 1941. Health and morale are certain to be jeopardized by financial pressure.

## POSSIBLE SOLUTIONS

Some practical methods of meeting this situation, properly described as an emergency, have developed within recent months in Wisconsin, as well as in other states. The school board of Superior approved a budget restoring all employees' salaries to schedule, and including an emergency appropriation that would make possible a general 4 per cent increase in wages for all school employees. The Racine School Board has received an especial appropriation from the city council for an additional \$25,000 in the next year's budget to provide for blanket salary increases to school employees. Other school boards have provided for a "cost of living bonus," which would not change the salary schedule where one was in effect, but would serve at least in part to enable the teacher to keep up with the steep increase in the cost of living. (Reprinted from the December MADISON TEACHER.)

## John T. Whitaker Speaks at Union Forum

**571** MAYWOOD, ILL.—As a timely service to the communities in which it works, the West Suburban Teachers Union has organized a public forum of four numbers to bring important speakers before the people and to encourage participation in the discussion of vital topics. On December 3 John T. Whitaker spoke on "Rome, Berlin, and Moscow," and on January 13 Enrique de Lozada on "South America Faces North." February 25 Louis Adamic will speak on "This Crisis Is an Opportunity," and on March 24 Captain John Craig on "Across the World and Underseas."

As an initial step in this direction, the Union last spring presented Clifton M. Utley in a speech in the auditorium of J. Sterling Morton High School in Cicero. Public response was so gratifying that it seemed wise to enlarge the project this year. Those in the forum committee are Eleanor Lonek, of Proviso, chairman; Harry Stegman, of Proviso, treasurer; Muriel Lochbihler, Berwyn; S. G. Kosinski, Morton High School; Adolph Svec

and Grace Boetcher, Cicero; and Florence I. Otis, Proviso, in charge of publicity.

The first two lectures were scheduled to be held in the Proviso High School Auditorium in Maywood; the last two, in the J. Sterling Morton High School Auditorium, Austin Boulevard and Twenty-fourth Street, Cicero. Since the project is for service and not to make money, the price for the entire course is \$1.00 plus ten cents tax. As a special accommodation to high school children, separate tickets for the two lectures in each school are available at fifty-five cents, including tax.

Several other local organizations have co-operated in the selling of tickets. In Maywood, the American Association of University Women and the Twentieth Century Women's Club assisted; in Cicero, the Educational Council. Public response is gratifying; a week before the first lecture, more than three-fourths of the season tickets available had been sold. Local papers have co-operated by carrying stories and pictures.

## Secretary-Treasurer I. R. Kuenzli's Page

### Ethics for Union Teachers

RECENTLY one of my former students who is now secretary of one of the larger AFT locals wrote to the national office stating that the local had appointed a committee to study practical ethics of union teachers and requesting that I write a statement of my own views on this subject. This statement, of course, does not represent an official code of ethics of the American Federation of Teachers, but is merely a personal statement.

#### I

The first duty of a union teacher is to teach efficiently in the classroom. The public schools of America were established for the children of the nation, and the interests of the child should always be placed first.

#### II

Under conditions of war or other emergency, teachers should assume responsibility for the safety and welfare of the pupils and should never abandon a post until all pupils have been properly cared for.

#### III

The good teacher conducts himself or herself in such a way that the classroom becomes a model of democratic government. The authority vested in a teacher's position should never be used to create a dictatorship within the classroom. Democracy is best taught as it is lived in the classroom.

#### IV

The good teacher will respectfully but firmly demand that he or she be treated by his or her superiors as a member of a democratic society. The authority vested in the position of a supervisor, principal, or superintendent should never be used to create a dictatorship within a teaching faculty. Democracy can be taught efficiently only by those who live in an atmosphere of democracy.

#### V

The good teacher will report any grievance to the proper authorities of the professional organization of his or her fellow workers which has the democratic right to protect the interests of all members of the group. No teacher should

be required or permitted to carry on individual collective bargaining with his employer.

#### VI

The use of the Union for personal political purposes and for personal advancement or for seeking and creating positions for the good of the individual rather than for the good of the school is emphatically to be condemned. However, the advancement of union leaders, who have demonstrated their ability and leadership through union activities, to positions when vacancies legitimately exist, should be encouraged and professionally approved. The advancement of capable and devoted union teachers to executive positions is an important method of extending democracy in education.

#### VII

Union teachers in America should strive for the goal which has been attained by the National Union of Teachers of England, that is, no teacher will accept the position of a teacher who has been unfairly or unjustly dismissed.

#### VIII

Any teacher who attempts to advance himself by undermining another teacher for the purpose of securing his position should be considered too dishonorable to deserve the name of "teacher" and should be ostracized by the profession.

#### IX

The good teacher will employ the scientific method in all matters related to the educative process. Actions taken and statements made should always be based upon careful research and reliable information rather than upon unfounded rumors and false reports.

#### X

Any teacher who accepts a position with organized interests opposing the public schools for selfish reasons and thus uses his knowledge of the profession to destroy the public schools rather than to improve them is a traitor to his profession.

#### XI

The good teacher will interpret the school not merely as a propaedeutical preparation for life but as an important part of life itself and will attempt to make this part of the child's life happy as well as useful.

IRVIN R. KUENZLI



## President G. S. Counts' Page

### AFL's Program for the War

I HAVE JUST ATTENDED a most challenging and inspiring meeting. It was a meeting in Washington on December 16 of the officers of the American Federation of Labor and all affiliated national and international unions.

The meeting was called by President William Green to formulate a labor policy for the war. On the basis of a report already prepared by the Executive Council those in attendance deliberated throughout the day and issued their own declaration of policy.

The general spirit and outlook of the conference were well expressed by Secretary George Meany in the morning session. He stated that the first loyalty of labor must be to the nation; the second, to the union. He pointed out further that the very existence of the free labor movement, of which we are a part, depends upon the defeat of the Axis powers and the victory of our democracy. This is axiomatic.

The declaration of policy, which was finally adopted unanimously, is both enlightened and public-spirited. It is statesmanship of the highest order. I want to direct attention here to three of its major provisions.

**FIRST, THE DECLARATION CALLS FOR** an end to "the destructive rivalry in organization that has beset the American labor field for the past few years," pointing out that "such rivalries and jurisdictional conflicts have no place in an emergency such as faces America and the world today." It states then that "we, therefore, renew our offer for unity in the labor movement." Let us all hope that this unity will be achieved and achieved quickly.

**SECOND, THE DECLARATION CALLS** for the voluntary assumption of a "no-strike" policy by all divisions and types of labor. "While we regret repressive labor legislation and insist upon the preservation of the essential democratic right of workers to cease work collectively as a last and final resort," it says, "we nevertheless pledge ourselves to forego the ex-

ercise of this right during the war emergency and to prefer submission of pending differences with employers to approved facilities and processes for voluntary mediation, conciliation, and arbitration."

**THIRD, THE DECLARATION CALLS FOR** the creation of a "War Labor Board similar to that which functioned so successfully during the last world war." The guiding principle for the operation of this board should be that "neither labor nor management should take advantage of such an agency to prosecute either's advantages at the expense of the other's." The declaration refuses, moreover, to recognize a valid distinction between "defense" and "non-defense" industries. "We hold," it states, "that the work and service of all our people are inextricably interwoven and involved whether engaged directly in war or defense work or whether applied to the necessities, safety, comfort, or convenience of our civilian population."

The conference was closed very fittingly by an address by President Green in which he made reference to the task of winning the peace. "At the end of this war," he said, "we must write the best peace that was ever written. We must write into that peace guarantees of everlasting security for all the peoples of the world. Labor must be represented at the conference table."

I left this conference more profoundly convinced than ever before that teachers must stand with labor. Only in this way can we work most effectively for the building of that better world which is the goal of all democratic education.

I left this conference also with the thought that the American Federation of Teachers should proceed at once to the formulation of a policy on its role and on the role of education for the period of the war and the period of world reconstruction to follow. Because of the relation of our organization with labor we are in a peculiarly strong position to be of service to our people at this time. (The Executive Council's statement on this question appears elsewhere in this issue of the AMERICAN TEACHER magazine.)

GEORGE S. COUNTS



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## The Contributors

EDWARD M. COHEN is a member of Local 2, New York City.

From the CONSUMER DIVISION of the OPA came the article on "Students War Against Waste."

GEORGE S. COUNTS is president of the AFT. ELLEN FLAUTT is secretary of Local 563, Birmingham, Alabama.

L. S. GERLOUGH is chairman of the educational policies committee of Local 61, San Francisco.

GEORGE T. GUERNSEY is editor of the "American Teacher."

IRVIN R. KUENZLI is secretary-treasurer of the AFT.

The article on child labor was furnished by the NATIONAL CHILD LABOR COMMITTEE, with headquarters in New York City.

EDNA M. SIEBERT is a trustee of the Chicago Teachers Union, Local 1.

Extra copies of the "American Teacher" may be obtained by writing to George T. Guernsey, Editor, 506 S. Wabash Ave., Chicago, Illinois.

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